

Lyon County School District

Silver Stage Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



Mission Statement

As the cornerstone of our community, SSMS focuses on educating the whole child with compassion and rigor to grow successful 21st Century citizens.

Vision

We believe by working together, students, staff, and community will be successful now and in our future.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_middle_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Recent data highlights notable progress in student achievement across key academic areas. In math, 51% of SSMS students met their projected RIT from Fall 24 to Spring 25. Similarly, in English Language Arts (ELA), 50.9 % of students met their Fall to Spring RIT

Moreover, students have developed a strong understanding of their academic standing. They are not only aware of their performance but are also capable of effectively communicating their scores and progress to others, demonstrating ownership of their learning journey. This marks an important step toward long-term academic success and personal growth.

Student Success Areas for Growth

-Students are aware of their academic levels and are able to communicate their scores to others.

-Based on Iready data, 25% of students are at or above grade level in math, 27% are 1 grade level below and 48% are 2-3 years below grade level.

-Based on Iready data, 46% of student met or exceeded their typical growth goal in math.

-Based on Iready data, 16% of student met or exceeded their Stretch growth goal in math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.

Student Group	Challenge	Solution
Foster/Homeless	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Students with IEPs	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers at SSMS are not meeting their students' needs at their achievement level.

Critical Root Cause: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Adult learning initiatives have shown positive results, with an average score on The Nevada Educator Performance Framework (NEPF) standard 2 being 3.72, the average for last year was 3.5. All staff were observed using small group instruction during math lessons, and teachers are becoming familiar with using iReady Math and Reading Diagnostic results to group students effectively, and staff members are collaborating by asking each other questions about small group instruction. Additionally, the College and Career Interventionist is supporting academic interventions for students below benchmark, helping further enhance student progress.

Adult Learning Culture Areas for Growth

- Monthly vertical teaming to build teacher capacity through consistent, structured Professional Learning Community (PLC) time. Focus on co-planning, data review, and sharing effective instructional strategies.
- Using student data to drive coaching that helps teachers build classroom routines supporting student reflection, goal setting, and ownership of learning.
- Teachers engaging in regular reflection during data reviews to adjust and differentiate strategies based on student growth trends, ensuring that interventions remain responsive and targeted.
- Emphasize alignment with NEPF 2.1 and IEP goals, with a focus on sharing best practices and co-developing lessons that meet the needs of diverse learners, especially students with IEPs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.

Student Group	Challenge	Solution
Foster/Homeless	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.
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Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.
Students with IEPs	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1.

Critical Root Cause: -Lack of targeted PD aligned to differentiation -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading - Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Connectedness

Connectedness Areas of Strength

Silver Stage Middle School recognizes that regular student attendance is a driver of success. Silver Stage Middle School decreased its chronic absenteeism fom 43.8% for the 23-24 school year to 38.1% for the 24-25 school year.

Connectedness Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations.
- Increasing student engagement, SEL support, and sense of belonging.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

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Students with IEPs	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Priority Problem Statements

Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level.

Critical Root Cause 1: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause 2: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1.

Critical Root Cause 3: -Lack of targeted PD aligned to differentiation -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading - Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- CCR Participation data
- College and career readiness data
- CTE
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of Silver Stage Middle School students will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: -Quarterly Data Reflection and Planning PLCs around iReady data

-iReady Math diagnostic assessments 3 times a year.

-iReady Reading diagnostic assessments 3 times a year.

-Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Use monthly data reviews to guide instruction and interventions. Teachers will provide targeted small group support and differentiated tasks based on i-Ready data. PLCs will collaborate to adjust instruction and share effective strategies to boost student growth.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Schedule monthly PLC meetings for teachers to review i-Ready data, identify student needs, and plan targeted instruction.	Principal and Classroom Teachers	2025-2026			
2	Teams will document instructional adjustments and interventions in a shared tracker, and admin or instructional coaches will monitor progress through walkthroughs and data check-ins to ensure progress.	Principal and Classroom Teachers	2025-2026			
Position Responsible: Principal Resources Needed: -Time for monthly PLC meetings and data analysis -iReady diagnostic and progress monitoring reports -Professional development on data-driven instruction and small group strategies Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause:** -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 1: Student Success

SMART Goal 2: Silver Stage Middle School will increase the total number of 5-8 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Fidelity of implementation of School Links lessons during weekly guidance lessons.</td><td>Counselor</td><td>2025-2026 school year</td></tr></table> <p>Position Responsible: Classroom Teachers and Counselor</p> <p>Resources Needed: School Links Industry Partnerships</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Fidelity of implementation of School Links lessons during weekly guidance lessons.	Counselor	2025-2026 school year	Status Check		EOY Reflection
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Nov	Jan	May												
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SMART Goal 2 Problem Statements:

Student Success
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Inquiry Area 1: Student Success

SMART Goal 3: Silver Stage Middle will increase the total number of students participating in 5-8 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Fidelity of implementation of School links during advisory.</td><td>Classroom Teacher</td><td>2025-2026 school year</td></tr><tr><td>2</td><td>Increasing implementation of industry partnerships through field trips, guest speakers, PAES Lab, career fair, and STAR Academy.</td><td>Classroom Teacher, Counselor</td><td>2025-2026 school years</td></tr></table> <p>Position Responsible: Classroom teachers and Counselor Resources Needed: -PAES Lab -School Links Evidence Level Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Fidelity of implementation of School links during advisory.	Classroom Teacher	2025-2026 school year	2	Increasing implementation of industry partnerships through field trips, guest speakers, PAES Lab, career fair, and STAR Academy.	Classroom Teacher, Counselor	2025-2026 school years	Status Check		EOY Reflection
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SMART Goal 3 Problem Statements:

Student Success
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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all teachers at Silver Stage Middle School will regularly implement at least two targeted instructional strategies each week, such as scaffolded questioning, guided practice, or visual supports to engage students in standards aligned learning tasks, in line with NEPF 2.1. Progress will be monitored through monthly IEP data reviews and classroom walk-throughs, with the goal that at least 75% of SPED students demonstrate measurable growth on their IEP academic goals and/or i-Ready Math and Reading diagnostic assessments by the end of the school year.

Formative Measures: - IEP data reviews

- Bi-weekly walk through data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF.
- iReady Math diagnostic assessments 3 times a year.
- iReady Reading diagnostic assessments 3 times a year.
- Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: SSMS will implement monthly collaborative coaching focused on differentiated instruction and engagement strategies for SPED students. Special education teachers will meet with teacher leaders and general education teachers to analyze student data, plan for scaffolding, and reflect on instructional impact, ensuring alignment with IEP goals and increasing opportunities for active participation in core content instruction.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	A pre-observation planning session focused on selecting and adapting engagement strategies aligned to NEPF 2.1 and student IEP goals.	Teachers	2025-2026			
2	Monitor student performance through iReady Math and iReady Reading using diagnostic tests from Fall to Winter, Winter, to Spring, and Fall to Spring	Teachers	2025-2026			
Position Responsible: Principal Resources Needed: -Targeted PD sessions on student engagement strategies, scaffolding techniques, and using data to drive SPED instruction (e.g., visual supports, sentence frames, chunking, co-teaching models) - Built-in time collaboration time with regular education teachers during PLCs or common prep periods to support co-planning and instructional alignment for SPED students in inclusive settings.						
Evidence Level Level 1: Strong: NEPF						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

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Inquiry Area 3: Connectedness

SMART Goal 1: Silver Stage Middle School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement
SRO

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Utilizing data, Silver Stage Middle School will engage families and provide early intervention to improve attendance. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Review 5 - 8 attendance data.</td><td>Principal, Vice Principal, and Attendance Secretary</td><td>2025 - 2026 school year - twice monthly</td></tr><tr><td>2</td><td>Monitor student attendance and interventions through a spreadsheet.</td><td>Principal, Vice Principal, and Attendance Secretary</td><td>2025 - 2026</td></tr><tr><td>3</td><td>Communicate with parents/guardians through attendance letters at 6 and 12 absences, along with phone calls and home visits as needed.</td><td>Principal, Vice Principal, and Attendance Secretary</td><td></td></tr></table> <p>Position Responsible: Principal Resources Needed: None</p> <p>Evidence Level Level 1: Strong: Early Intervention</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review 5 - 8 attendance data.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026 school year - twice monthly	2	Monitor student attendance and interventions through a spreadsheet.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026	3	Communicate with parents/guardians through attendance letters at 6 and 12 absences, along with phone calls and home visits as needed.	Principal, Vice Principal, and Attendance Secretary		Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Connectedness

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